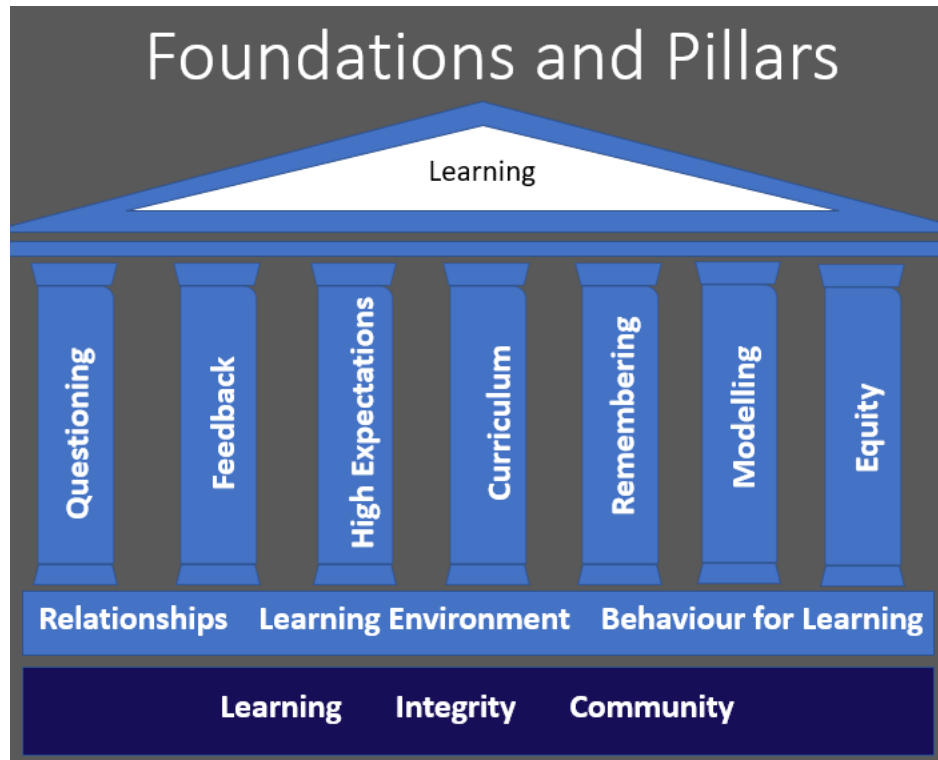


Teaching and Learning Policy

June 2020



Related policies and documents

This policy should be read in conjunction with

- Assessment Policy
- Curriculum Intent, Implementation and Impact Statement
- Early Years Foundation Stage (EYFS) Policy
- 7 Aspects of Reading
- Personal, Social and Health Education (PSHE) Policy
- Relationships and Sex Education (RSE) Policy
- Positive Behaviour and Anti-Bullying Policies
- Special Educational Needs (SEN) Policy

Vision and Aims:

- Enable all pupils to develop their potential in all aspects of the curriculum
- Provide all pupils with an education appropriate to the world beyond the classroom

- Develop in pupils a love of learning and a desire to continue to expand their knowledge and skills throughout their life
- Help pupils to live together within a community, to develop sensitivity to others and to become responsible, independent citizens.
- Develop in pupils a positive sense of moral responsibility and self-discipline
- Develop in pupil's spiritual awareness and awe of the universe.

The Learning and Teaching Environment

We aim to develop a stimulating classroom environment where the following features will be evident:

- Attractive and interactive displays of pupil's work and displays, which support the delivery of the curriculum.
- A positive climate where pupils of all abilities confidently share their work, ideas and opinions.
- The teaching should make intellectual and creative demands on pupils in order to extend their learning.
- A variety of teaching styles will be evident and used appropriately; modelling should be used to exemplify expectations and support learners.
- An organised learning space that reflects the style of teaching, is suited to the developmental age of the pupils and is appropriate to the subject being taught.
- Resources should be efficiently organised and accessible to the pupils.
- Learning objectives clearly communicated to the pupils with every learning experience contributing towards a pupil's development, or consolidation of, knowledge, skills or understanding.
- Oracy strategies are planned for and given high importance across the curriculum.
- The promotion of application of skills acquired in activities and real life problem solving situations enable deeper understanding.

Relationships

The ethos of the school aims to promote positive relationships within the classroom and throughout the school in line with the Positive Behaviour and Anti-Bullying Policies. Staff support and enable pupils by purposeful intervention and encourage self-discipline, self-regulation, positive behaviour for learning and life-long learning skills. A purposeful working atmosphere is created by nurturing a culture based on mutual respect and being prepared to exercise authority clearly if necessary.

Planning

Teachers' planning is inclusive and personalised for individual and group learning. It includes appropriate learning outcomes for all pupils by:

- Building on previous experiences, knowledge and skills in small steps.

- Demonstrating the route to achievement with strategies to support and opportunities to extend learning, identifying specific pupils or groups of pupils where appropriate
- Ensuring content, learning styles, personalised support and the use of materials and resources is tailored for all pupils' individual needs.
- Including a range of teaching methods appropriate for the subject matter and ability of the pupils.
- Clearly indicating how staff are deployed to support learning.
- Clearly indicating opportunities for assessment.

Questioning

Skilful questioning is a vital part of interactive teaching. Answers from pupils help teachers assess pupils' knowledge and is an important opportunity to give instant feedback. Staff need to consider the following in any lesson:

- Ensure a balance of open and closed questions.
- Use big questions, an open question or a problem solving task that can set the scene for the lesson.
- Encourage pupils to answer using sentence starters where appropriate to support discussion and reasoning skills, specifically in maths lessons.
- Ensure expectations about how to answer a question are clear – should pupils raise their hands or think about answer and wait to be asked.
- Ask a question and give pupils time to explore answers together through thought showers.
- Support pupils in being comfortable with giving a wrong answer.
- Demonstrate to pupils how wrong answers are as useful as correct ones.
- Support pupils in giving and receiving peer support with answers
- Help pupils understand that it's acceptable to answer "I am not sure" or 'I need more thinking time' whilst encouraging pupils to give more detailed answers and not accepting a 'shrug'.

Assessment

- Feedback and assessment is carried out in line with the (Marking Policy and) Assessment Policy.
- Pupils are fully involved in the assessment of their learning.

Parents as learning partners

Learning is recognised as a partnership between home and school and the role parents can play is seen as crucial.

Parental involvement in the learning process is nurtured by;

- Homework being sent home regularly including reading and spellings.
- Information for parents about the curriculum on the website.
- Parent evenings twice a year to discuss current learning, progress, attitude and effort.

- Open door ethos where parents can communicate concerns and successes with staff or make an appointment to discuss concerns further with the classteacher, SENDco or Headteacher.

Monitoring

To maintain and continue to raise standards, the quality of teaching and learning will be monitored by the Headteacher, Subject Leads, Trust Executive Lead (ExL) visits, School Improvement Partner (SIP) visits, Governor visits. Monitoring may take the form of learning walks, pupil progress meetings, pupil conferencing, book looks, and professional dialogue. Monitoring will be recorded in staff and local governing body meeting minutes, action plans, School Development Plan (SDP) evaluations, SIP reports, ExL reports.